



**International  
School of London**  
Surrey

SAFEGUARDING AND CHILD  
PROTECTION POLICY

# ISL Surrey Safeguarding and Child Protection Policy

International School of London  
in Surrey

Last updated  
August  
2017

## ISL Surrey's Safeguarding Statement

The welfare of ISL Surrey pupils is of paramount concern. As such, the ISL community is committed to safeguarding and promoting the welfare of children and young people. The school expects all staff and volunteers to share this commitment – as outlined in our Safeguarding and Child Protection Policy. The school is responsible for referring and monitoring cases of safeguarding concern to the relevant authorities.

ISL Surrey CEO:	Amin Makarem
ISL Surrey Headteacher	Richard Parker
Nominated Lead Designated Child Protection Officer (Lead DCPO):	Alison Shore
Deputy Designated Child Protection Officer (Deputy DCPO):	Holly Pellatt
Person Responsible	Lead DCPO
Status and Review Cycle:	Statutory Annual
Next Review Date:	August 2018

## ISL Surrey's Child Protection Team

Deputy DCPO: Holly



Pellatt Lead DCPO: Alison Shore



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### 1.0 Introduction

The welfare of our pupils is the school's paramount concern. All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child. We recognise that all adults, including temporary staff<sup>1</sup> volunteers and governors, have a full and active part to play in protecting our pupils from harm.

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications:

Working Together to Safeguard Children, 2013

Framework for the Assessment of Children in Need and their Families, 2000

What to do if You are Worried a Child is Being Abused" 2003, Circular 10/95 DfEE

Safeguarding Children: Child Protection: Guidance about Child Protection Arrangements for the Education Service, 2004

DCSF guidance 'Safeguarding Children and Safer Recruitment in Education', ISI Regulations, 2009

The guidance reflects, both 'Keeping Children Safe in Education' (KCSIE) 2014 and Surrey Safeguarding Children Board SSCB (formerly the Surrey Area Child Protection Committee), Child Protection Procedures<sup>2</sup>.

All members of staff are provided with a copy of KCSIE (Part 1), 2014. All members of staff are expected to read this legislation and acknowledge, in writing to the Head of School, that they have done so before they are left in unsupervised regular contact with children.

The ISL Board of Directors (Governing body) takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

#### The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
  
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties, believing they will be effectively listened to.
  
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse. (Reference Appendices 1 and 2)

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<sup>1</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc, and members of the board.

<sup>2</sup> The SSCB Child Protection Procedures are only available online at

[www.surreycc.gov.uk/safeguarding](http://www.surreycc.gov.uk/safeguarding)

- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all staff working within our school who have access to children have been checked as to their suitability. This includes verification of their identity, qualifications, and a satisfactory Barred List, Enhanced DBS check (according to guidance)<sup>3</sup> or an overseas police check (where applicable). This is kept for audit on a single central record.

This policy works in conjunction with our:

*Admissions Policy*  
*Anti-Bullying Policy*  
*Attendance Policy*  
*Behaviour Policy*  
*Child Sexual Exploitation Policy*  
*Complaints and Grievances Policy*  
*Educational Visits Policy*  
*Employment Handbook (contains our staff Code of Conduct)*  
*E-Safety Policy*  
*Health and Safety Policy*  
*Intimate Care Policy*  
*Parent Guide*  
*Personal, Social, Health and Citizenship Policy (PSHE)*  
*Racist Incidents Policy*  
*Safer Recruitment Policy*  
*Special Educational Needs Policy*  
*Staff Handbook*

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<sup>3</sup> Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012

### 2.0 Safe School, Safe Staff

Senior Leadership Team (SLT) will ensure that:

1. All members of the ISL Surrey Board of Directors (governing body) and SLT understand and fulfil their responsibilities, namely to ensure that:
  - there is a Child Protection policy and Employment Handbook outlining our policy on code of conduct.
  - the school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training.
  - the school has procedures for dealing with allegations of abuse against staff and volunteers (as outlined in section 7.0 of this Policy and section 6 of the Employment Handbook) and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.
  - a senior leader has Lead Designated Child Protection Officer (DCPO) responsibility.
  - on appointment, the DCPOs undertake interagency training (SSCB Modules 1&2) and also undertake DCPO 'New to Role' and 'Update' Course every 2 years.
  - all other staff have Safeguarding training updated every 3 years.
  - any weakness in Child Protection are remedied immediately.
  - a member of ISL Surrey's Board of Directors (Governing Body), usually ISL Surrey's CEO, is nominated to liaise with the Local Authority on Child Protection issues and in the event of an allegation of abuse made against the Headteacher.
  - Child Protection policies and procedures are reviewed annually and that the Child Protection policy is available on the school website and on the school network.
  - ISL Surrey's Board of Directors (Governing Body) considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE).
  - that enhanced DBS checks are in place for ISL Surrey's Board of Directors / ISL Surrey's CEO.
  - DCPOs are supported to ensure they have sufficient time and resources to fulfil their duties; this may include providing adequate cover when needed.
2. The Lead DCPO is a member of the Senior Leadership Team. The Deputy Designated Child Protection Officers are as listed in the Safeguarding Statement at the front of this policy. These Officers have undertaken the compulsory training delivered through the SSCB (2 days), or by an approved external training provider, and, upon appointment will undertake 'DCPO New to Role' training followed by biannual updates.
3. The DCPOs who are involved in recruitment and at least one member of the SLT will also complete Safer Recruitment Training (currently online on the DfE website) to be renewed every 5 years.
4. All members of staff are provided with child protection awareness information at induction, including in the Employment Handbook, so that they know who to discuss a concern with.

All regular volunteers are provided with the school's Safeguarding and Child Protection Policy at induction, so that they also know who to discuss and report any concerns with.

5. All members of staff are trained in and receive regular updates in e-safety and how to report e-safety concerns (Ref Appendix 3).
6. The Head of School, where he/she is not the DCPO, and all other staff and directors, have child protection awareness training within their first term, updated by the DCPO every 3 years, to maintain their understanding of the signs and indicators of abuse.
7. All members of staff, regular volunteers, and directors know how to respond to a pupil who discloses abuse "What to do if you are worried a child is being abused". All members of staff, volunteers, and directors are provided with a hand-out with the definitions of Abuse and Neglect (see Appendix 1).
8. All members of staff are advised to refer to the DfE's "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings".
9. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of our "Safeguarding and Child Protection Policy", and reference is made to it in our Parent Guide.
10. We will ensure that child protection concerns or allegations against adults working in school are referred to the LADO<sup>4</sup> for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)<sup>5</sup> for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer, this within one month.
11. We will ensure that the proprietor (ISL Surrey's CEO) will undertake an annual review of the Safeguarding and Child Protection Policy and its application.
12. Our policies are updated annually and procedures will be regularly reviewed and up-dated.
13. The names of the Designated Child Protection Officers, will be clearly advertised in the school, with the Safeguarding Statement (which can be found at the beginning of this Policy) explaining the school's role in referring and monitoring cases of suspected abuse. Parents are informed who our DCPOs are in their Welcome Letter when enrolling at school.
14. All new members of staff will be given our Safeguarding and Child Protection Policy as part of their induction into the school.

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<sup>4</sup> LADO Local Authority Designated Officer for allegations against staff. AEO Area Education Officer or Duty LADO via 0300 200 1006.

<sup>5</sup> Contact the LADO for guidance in any case

15. The policy is available publicly on the school website. Parents/carers are made aware of this policy, any significant updates to it and their entitlement to have a copy via the Welcome Letter/Parent Handbook/Bulletins/on the school's website.
16. The school is committed to safeguarding children and will ensure that any deficiencies or weaknesses in child protection arrangements will be remedied immediately.

### 3.0 Responsibilities

#### 3.1 Deputy DCPOs are responsible for:

- 3.1.1 Referring a child if there are concerns about possible abuse, to the Children's Services Area Team<sup>6</sup> and acting as a focal point for staff to discuss concerns. Referrals should be made in writing, following a telephone call using the Multi Agency Referral Form (MAREF)
- 3.1.2 Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- 3.1.3 Ensuring that all such child protection records are kept confidentially and securely, separate from pupil records, and are copied on to the child's next school or college.
- 3.1.4 Ensuring that an indication of the existence of the additional file in 3.1.3 above is marked on the pupil records.
- 3.1.5 Liaising with other agencies and professionals.
- 3.1.6 Ensuring that either they or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- 3.1.7 Ensuring that any pupil currently with a child protection plan who is absent without explanation for two days is referred without delay to their key worker's Social Care Team.
- 3.1.8 Organising child protection induction, and update training every 3 years, for all school staff and keeping a record of this.

#### 3.2 In addition to the above responsibilities, the Lead DCPO is responsible for:

- 3.2.1 Providing, with the Head of School, an annual report to our Managing Director, detailing any changes to the Safeguarding and Child Protection Policy and procedures; training undertaken by the DCPOs, and by all staff and directors; number and type of incidents/cases, and number of children with child protection plans (anonymised)<sup>7</sup>.

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<sup>6</sup> All new referrals go to the Contact Centre Children's Team 0300 200 1006 (Fax 020 8541 7309) operating 8.00am to 6.00pm. DCPOs may consult with an Assistant Team Manager by telephoning 0208 541 7041/7042. In an emergency out of hours, referrals can be made to the Emergency Duty Team on 01483 517898

<sup>7</sup> Format for the Governors Annual Report is available from Governor Services and at [www.surreycc.gov.uk/safeguardingchildren](http://www.surreycc.gov.uk/safeguardingchildren)

- 3.2.2 Communicating any changes to our Safeguarding and Child Protection Policy and procedures with all staff, including any changes to ISL Surrey's Child Protection Team structure.

### 4.0 Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 4.2. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4. Our school will support all pupils by:
  - 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
  - 4.4.2 Promoting a caring, safe and positive environment within the school.
  - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - 4.4.4 Notifying Social Care as soon as there is a significant concern.
  - 4.4.5 Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the pupil's new school or FE College and ensuring the school medical records are forwarded as a matter of priority.
- 4.5. We understand that safeguarding incidents could happen anywhere and staff are to be alert to possible concerns being raised in our school.

### 5.0 Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Head of School or DCPO will disclose any information about a pupil to other members of staff on a need to know basis only.<sup>8</sup>
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

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<sup>8</sup> Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008

- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. Staff must be active listeners and not ask leading questions when a child gives us cause for concern in the context of safeguarding.
- 5.5 We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Contact Centre Children's Team on this point.

### 6.0 Supporting Staff

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DCPOs and to seek further support as appropriate.
- 6.3 All staff will be advised on how to maintain a professional relationship with the children they are working with.

### 7.0 Allegations against staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 7.2 All staff should be aware of the school's guidance when dealing behaviour issues and the school's Behaviour Policy, available on the school network.
- 7.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction and can be found in the Employment Handbook.<sup>9</sup>
- 7.4 We understand that a pupil may make an allegation against a member of staff.
- 7.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head of

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<sup>9</sup> Refer to "Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings" available on the DfE website, also the SCC e-safety toolkit  
<http://www.surreycc.gov.uk/learning/teachers-and-education-staff/education-safeguarding/e-safety>

School.<sup>10</sup> The school's action will be limited to collecting the evidence and then passing this to Surrey County Council Safeguarding authority for advice on how to proceed.

- 7.6 The Head of School on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).<sup>11</sup>
- 7.7 If the allegation made to a member of staff concerns the Head of School, the person receiving the allegation will immediately inform the ISL Surrey's CEO who will consult as in 7.6 above, without notifying the Head of School first.
- 7.8 The school will follow the Surrey procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a consultation with the LADO.
- 7.9 Suspension of the member of staff, excluding the Head of School, against whom an allegation has been made, needs careful consideration, and the Head of School will seek the advice of the LADO, the company directors and the head of H.R. in making this decision.
- 7.10 In the event of an allegation against the Head of School, the decision to suspend will be made by the Chair of Directors with advice as in 7.8 above.

### 8.0 Allegations by pupils against pupils

- 8.1 All staff should refer to procedures on how to deal with abuse by pupils against another pupil in the Behaviour, Anti-bullying and Racial Incidents policies. The school's action will be limited to collecting the evidence and then passing this to the local safeguarding authority for advice on how to proceed.

### 9.0 Whistle-blowing

- 9.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 9.2 All staff may raise concerns directly with Children's Social Care services.
- 9.3 Safeguarding concerns about the adults in the school should be made to a DCPO, the Lead DCPO or the Head of School.

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<sup>10</sup> Or ISL Surrey's CEO in the event of an allegation against the Head of School

<sup>11</sup> Duty LADO 0300 200 1006

- 9.4 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the Whistle-blowing Policy.
- 9.5 Whistle-blowing re the Head of School should be made to ISL Surrey's CEO whose contact details are readily available to staff.

### 10.0 Physical Intervention

- 10.1 We acknowledge that staff must only use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 10.2 Such events should be recorded and signed by a witness and scanned to be sent via email to the Head of School and the Head of Division.
- 10.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 10.3 We recognise that touch is appropriate in the context of working with children, and all staff have been given the DfE's "Guidance for Safer Working Practice for Adults who work with Children and Young People In Education Settings" to ensure they are clear about their professional boundary.<sup>12</sup>

### 11.0 Anti-Bullying

- 11.1 Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents on the school's network. All staff are aware that children with SEN and / or differences / perceived differences are more susceptible to being bullied / victims of child abuse.

### 12.0 Racist Incidents

- 12.1 Our policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents on the school's network.

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<sup>12</sup> Available on the DfE website

### 13.0 Prevention

- 13.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 13.2 The school community will therefore:
- 13.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
  - 13.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes.
  - 13.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
  - 13.2.4 Include across the curriculum, including PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, e-safety, road safety, pedestrian and cycling training. Also focussed work in Grade 5 to prepare for transition to Secondary school/Middle Years and more personal safety/independent travel.
  - 13.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks. See Section 15.0 below.

### 14.0 Health & Safety

- 14.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment and when away from the school when undertaking school trips and visits.

### 15.0 Use of mobile technology

- 15.1 Any photo/digital image where a child can be readily identified, which may include the child's face or recognisable features, can ONLY be used for professional purposes. We recommend storing photos/digital images of children on the school server and deleting images from electronic devices once you are done.

Professional use is:

- using images for student portfolios/learning journeys
- using images for official ISL publications/school social media (only if permission has been granted)

- using images for assessment and/or planning purposes

Professional use does NOT include:

- sharing images of children through online media and apps such as Facebook, Twitter, Instagram, WhatsApp etc.

15.2 Visitors to the school may take photos of the school environment provided that students do not appear in the photos.

15.3 Parents are allowed to take photographs and/or videos at school, for personal use only and in accordance with the *Data Protection Act*, they are forbidden to share any photos and/or videos over social media (e.g. Facebook, Instagram, WhatsApp...) without the permission of all parties involved.

### 16.0 Monitoring and Evaluation

16.1 Our safeguarding child protection policy and procedures will be monitored and evaluated by:

- ISL Surrey Directors visits to the school
- SLT 'drop ins' and discussions with children and staff
- Scrutiny of Attendance data
- Scrutiny of range of risk assessments
- Logs of bullying/racist/behaviour incidents for SLT to monitor
- Review of parental concerns and parent questionnaires

## APPENDIX 1

### A1.1 Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

### A1.2 Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

### A1.3 Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s

- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### A1.4 Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

#### A.1.4.1 Bruising

Children can have accidental bruising, but the following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally

- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### A1.4.2 Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### A1.4.3 Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### A1.4.4 Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

### A1.4.5 Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### A1.5 Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse. The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

### A1.6 Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

### 1.6.1 Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### 1.6.2 Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society's standards for what is being proposed
- Awareness of potential consequences and alternatives
- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

### A1.7 Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

### A1.8 Child Sexual Exploitation

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour

- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

### APPENDIX 2

#### A2.1 Forced Marriage (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

#### A2.2 Female Genital Mutilation (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

##### 2.2.1 What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

##### 2.2.2 4 types of procedure:

Type 1: Clitoridectomy – partial/total removal of clitoris

Type 2: Excision – partial/total removal of clitoris and labia minora

Type 3: Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4: all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

##### 2.2.3 Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### 2.2.4 Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

### 2.2.5 Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

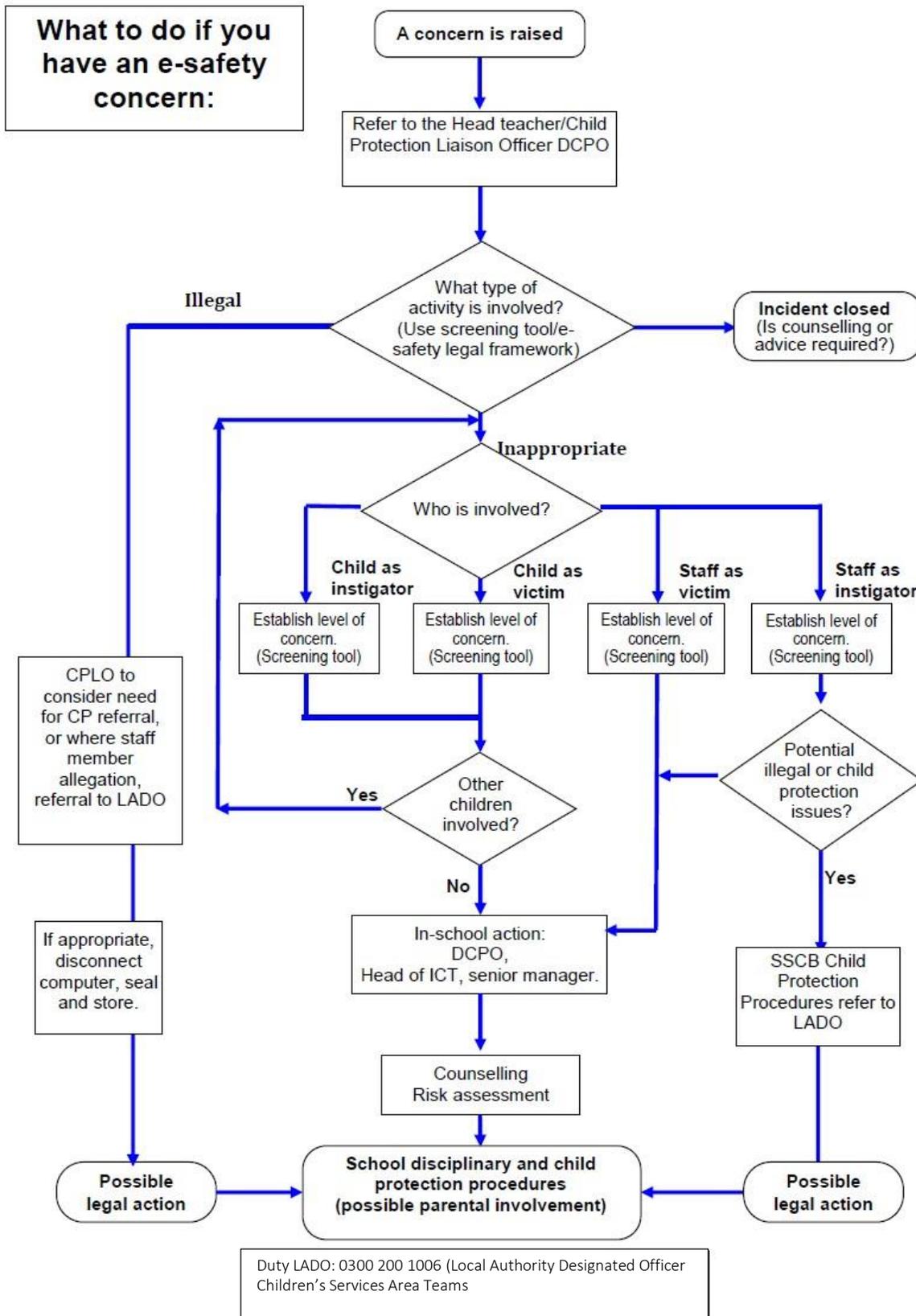
### 2.2.6 Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

### 2.2.7 The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings/schools/colleges take action without delay.

APPENDIX 3



### APPENDIX 4

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>